

Distance Learning at the Cleveland Museum of Art
INTERPRETING AMERICA’S STORY THROUGH ART
Lesson 1: America Emerging, the 1700’s
Grades 9 -12

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Teacher Information Guide

Distance Learning at the Cleveland Museum of Art
INTERPRETING AMERICA'S STORY THROUGH ART
Lesson 1: America Emerging, the 1700's
Grades 9 -12

Program Objectives:

1. To illustrate that art may be considered as a reflection of "American" values, identity, and political culture.
2. To provide various examples of the significance of global trade to the Colonial American economy.

National Education Standards:

For Fine Arts - Visual Arts (grades 9-12):

- Understanding the visual arts in relation to history and cultures.
- Making connections between visual arts and other disciplines.
- Choosing and evaluating a range of subject matter, symbols, and ideas

For Language Arts - English (grades K-12):

- Reading for Perspective
- Reading for Understanding
- Evaluation Strategies
- Communication Skills
- Communication Strategies
- Applying Knowledge
- Evaluating Data
- Developing Research Skills

For Social Sciences – U.S. History (grades 5-12):

- Era 2: Colonization and Settlement (1585-1763)
- Era 3: Revolution and the New Nation (1754-1820s)

For Social Sciences – Civics (grades 9-12):

- Civic Life, Politics, and Government
- Foundations of the Political System
- Principles of Democracy

For Social Sciences – Geography (grades K-12):

- Places and Regions
- Physical Systems
- Human Systems
- Environment and Society

For Social Sciences – Economics (grades 9-12):

- Gain from Trade
- Specialization and Trade

Prerequisite Activities:

For the teacher:

1. Read articles for teacher background, written by fellow teachers:
 “Steps Toward Revolution” by Tim Mitchell (Events leading to Revolution)
 “From Gravity to Symmetry” by Susan MacDonald (Age of Reason)
 “Head over Soul” by Patti Lawrence

For students:

1. Become familiar with the 18th Century Global Trade Map.
- * Please have students bring these to class the day of the distance learning presentation.
2. Plan for a detailed self-portrait. Students will be exposed to a variety of 18th century portraits, all with a different story to tell. Have them individually brainstorm about what would go into a self-portrait that they might paint. What setting, clothes, poses, mood, style of portrayal, objects would each student include to convey something about themselves. Is there anything uniquely American expressed in the portrait? Included in this packet is a frame that should be photocopied (one per student). Please bring these in the day of the lesson.

Selected Vocabulary:

Please make sure students are familiar with these terms...

Part I:

Utilitarian: Of, relating to, or in the interests of usefulness.

Pragmatic: Dealing or concerned with facts or actual occurrences; practical.

Aristocrat: A member of a ruling class or of the nobility; very often determined by heredity.

Part II:

Primary source: Any document, artifact, or work of art of the historical time period being studied. Examples: diaries, documents (Declaration of Independence), and portraits (George III by Benjamin West).

Symmetry: Beauty as a result of balance or harmonious arrangement; Equal arrangement of forms on opposite sides of a dividing line. Example: your body.

Rational: Having or exercising the ability to reason. Consistent with or based on reason; logical.

Georgian: *An architectural style developed during the reigns of George I-IV in England (1714-1830), characterized by dignity, symmetry, harmony, and restraint.*

Neoclassical: Decorative themes based on ancient Greek or Roman designs; popular in the 18thc.

Part III:

Mercantilism: A European economic theory of the 1600s whereby a nation's economy can be strengthened by the accumulation of overseas colonies and the regulation of their trade, ensuring that the mother country can export more than it imports (creating a favorable balance of trade). Includes an emphasis on importing less valuable raw materials and exporting to the colonies more valuable manufactured goods.

Free Market/Laissez-faire: An economic doctrine based on the belief that government should not interfere with business.

Raw Material: Unprocessed natural products used in manufacturing. (Example: iron ore, lumber)

Manufactured Good: To make a raw material into a finished product the use of additional labor and/or machine processing. (Example: velvet)

Cash Crop: Crop raised and sold for money, as opposed to crop raised to supply food to the grower. (Example: tobacco)

Import: To bring in goods from a foreign country for trade or sale. (Example: tea brought to North America for sale)

Export: To send a commodity abroad for sale or trade. (Example: rum produced in New England and sent to Africa for sale.)

Naval Stores: Products produced from pine trees, pitch, tar, and turpentine; used primarily in shipbuilding.

Teaching Extensions: Language Arts and Social Studies

1. After the distance learning lesson, have students complete the exercise sheet on Mercantilism.
2. Students were exposed to objects from the CMA collection thematically (American values, identity, political culture, economy, etc.). Now have them rethink and rearrange this material. How are these portraits/furniture similar? How are they different? This exercise can be used as a basis for other writing and thinking assignments. Have the students make a compare/contrast chart for each of the following:
 - George Washington and George III
 - 17th C Chest and 18th C Desk and Bookcase
 - Mrs. Powell and Mr. Hurd
3. Artifact/utilitarian exercise. Discuss how objects/food utensils we use today reflect our 21stc. culture/values. Some examples are personal computers, TVs, paper bags, microwaves, pagers, cell phones, etc. Have the students make a list of their most frequently used possessions. Next draw up a list of 18th c. objects for contrast, e.g.: sugar scissors, punch strainer, marrow scoop, etc. How are these objects used? What values are reflected here?
4. Focus on the portrait of George Washington. Using your imagination and your knowledge of history, write a diary entry composed by Washington twenty-four hours prior to the day the portrait was begun by the artist C.W. Peale. What was going on in Washington's life--what big events, what daily occurrences? Base your entry on details seen in the painting. What can you *infer* from the painting?
5. Write a letter from the point of view of the young owner of one of the pieces of furniture viewed. The content should reflect the type of person who would use and enjoy the furniture item. Take into consideration the gender of owner and social role (e.g. daily life routines, how the furniture was acquired, where and how the furniture might be used) and other events currently affecting the owner's life, such as personal and historical occurrences of the era. (*point of view, inferring, simple listing*)

6. Extended Response (ER-Essay) Question: Based on your distance learning lesson with the CMA, cite three characteristics of the emerging American identity. Use specific examples to support your thesis statement. Sample: "Americans in the 18th century were practical, proud, and interested in their own economic gain."
7. Research assignment: Research the biographies of Charles Willson Peale and Benjamin West as representatives of American and European values.
8. Have students read the *Declaration of Independence* and complete the enclosed study guide.
9. Have students read Phillis Wheatley's *Ode to George Washington* and complete the enclosed writing activities.
10. Have students read the enclosed *Autobiography* by Ben Franklin and complete the activity sheet.

Sources for readings and additional 18th century literature:

Websites...

- Biography of Benjamin Franklin
http://en.wikipedia.org/wiki/Benjamin_Franklin
- Perspectives in American Literature: Phillis Wheatley
<http://www.csustan.edu/english/reuben/pal/chap2/wheatley.html>
- The Declaration of Independence
<http://www.law.indiana.edu/uslawdocs/declaration.html>
- Biography of Phillis Wheatley
http://en.wikipedia.org/wiki/Phillis_Wheatley

Print Material:

The Constitution of our United States, also the Declaration of Independence and Lincoln's Gettysburg Address. Chicago: Rand, McNally & company, 1936.

Franklin, Benjamin. The Autobiography of Benjamin Franklin/ edited with an introduction by Louis P. Masur. Boston: Bedford Books of St. Martin's Press, 1993.

Franklin, Benjamin. Poor Richard's Almanac. New York: McKay, 1961.

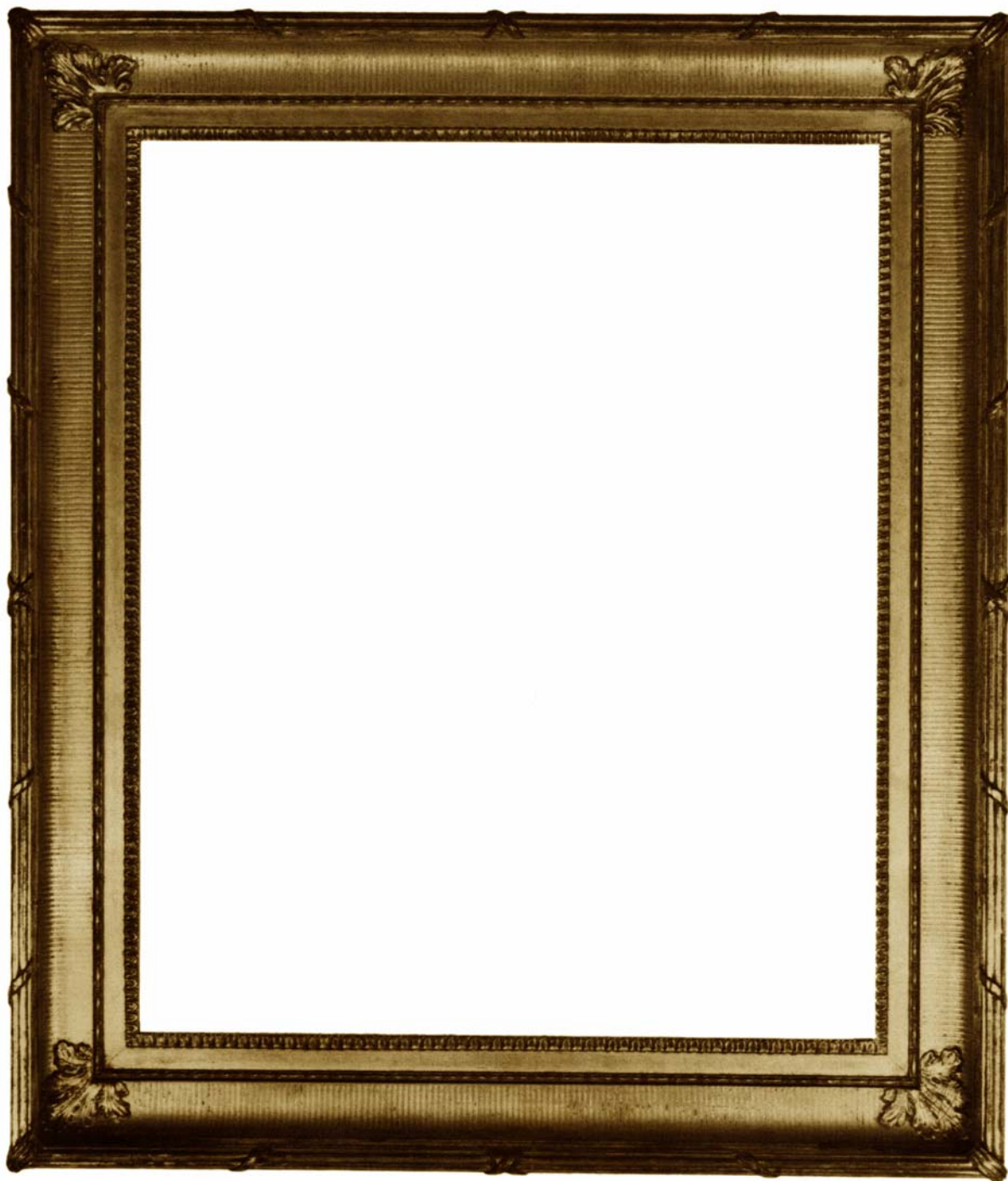
Paine, Thomas. American Crisis, Number 1. [microform] Norwich [Conn.]: John Trumbull, 1776.

Wheatley, Phillis. The Poems of Phillis Wheatley / edited with an introduction by Julian D. Mason, Jr. Chapel Hill: University of North Carolina Press, 1989.

This distance learning lesson was written by Susan MacDonald, Patricia Lawrence, and Tim Mitchell, Cleveland, Ohio.

Distance Learning initiatives of the Cleveland Museum of Art are sponsored by a major grant from the Ohio SchoolNet Telecommunity, with additional support from the Martha Holden Jennings Foundation and the Ameritech Foundation.

18th Century Frame for Self-portrait
America's Story Through Art: America Emerging



Mercantilism Worksheet

INTERPRETING AMERICA'S HISTORY THROUGH ART

Teaching Supplement to Lesson 1: America Emerging

Mercantilism... An Exercise in Global Trade

Your tour of 18th century American art and artifacts revealed many items involved in global trade. Take each item off this list and put it by its area of origin.

Discussion question:

How did each item contribute to the overall economic picture of Emerging America?

<u>Item</u>	<u>Reminder: Where we saw the item</u>
Tea	Nathaniel Hurd's teapot
Sugar	cone, scissors
Tobacco	pipe
Iron, unsmelted	
Iron, smelted	nails in chest, cannon of George Washington
Oak	17 th c. Hadley chest
Mahogany	New England chest on chest
Indigo	blue dye, blue clothes
Brass	buttons, buckles, furniture hardware
Velvet	fabric in Mrs. Powell's chair
Silk, raw	
Silk, manufactured	Nathaniel Hurd's dressing gown
Turban (Turkish fashion)	Nathaniel Hurd
Lace	Jeremiah Belknap's cuffs
Slaves (harvesting of sugar, tobacco)	sugar scissors, pipe
Cloves and other spices	strainer for punch bowl
Pepper	pepper shaker

Colonies/United States

Great Britain

West Indies, Central and South America

Asia, East Indies

Africa

Prerequisite reading materials for teachers

Distance Learning at the Cleveland Museum of Art

INTERPRETING AMERICA'S STORY THROUGH ART

Teacher's Prerequisite Reading: Lesson 1

Steps Toward Revolution ©

By Tim Mitchell

One of the most crucial questions that our students should grapple with in a study of the American Revolution is what caused the former Englishmen to be Englishmen no longer and to assert their separate identity as Americans? Historians continue to probe the primary mechanism in historical causation. They have offered a variety of sophisticated and often contradictory interpretations to determine whether the Revolution was prompted by ideas or economics. Hollywood, through release of movies like *The Patriot*, offers our students yet another, somewhat distorted version of the abuse of British power and marauding bands of SS storm trooper-like redcoats. However, to the Americans who had lived through the crisis and taken up arms, the answer seemed simple enough. Their inherited constitutional liberty (the legal rights and freedoms guaranteed to all British subjects, including the right to control their own property) had come under attack and could only be preserved by a separation of all institutional ties with the mother country. The British government's treatment of them after 1763 increasingly represented tyranny, a tyranny unacceptable to free men.

It is important to review with students several key factors which contributed to the revolutionary crisis and the perception that the crown and Parliament were conspiring to destroy "liberty." The first step is to discuss the nature of the mercantilist trade relationship between Britain and her colonies during the period of "salutary neglect" which lasted until 1763. During this period, despite the many restrictions imposed on shipping and manufacturing through the Navigation Acts, enforcement was sporadic and Americans often ignored British authority. The view of American merchants towards these constraints on overseas trade was certainly frustration born of their inability to buy in the cheapest markets and sell in the most profitable. This frustration was tempered by the fact that American colonists still enjoyed significant financial prosperity under mercantilist policies. Bounties (bonuses) were paid for the production of indigo and naval stores, and colonists were granted a monopoly for the production of tobacco. Americans also enjoyed a higher standard of living than their British cousins, and to reiterate, until 1763 British enforcement of trade restrictions was limited.

A second factor essential for students to understand is that the American colonists had experienced an unusual amount of political freedom and regulated their own internal politics (taxes and appropriation) with the guidance of their own *locally-elected* representative assemblies. Thus, when the French and Indian War concluded, and Parliament decided to strengthen centralized authority over their North American empire

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in 1763, it was viewed by the colonists as an imposition on their freedom. Knowing this, students have the necessary context and are prepared to ascend the final “steps toward revolution.”

In the aftermath of the French and Indian War, the British Parliament faced a massive war debt, much of it accrued from the defense of the American colonies. Simply, Britain was looking for an opportunity to reduce the costs of defending their North American empire by limiting defense spending (especially in the Ohio River Valley frontier from Indian attacks) and by requiring that the colonists share more equitably in the costs of their own defense. The British legislation enacted from 1763, beginning with the Proclamation Act, through the 1774 “Intolerable Acts” led to an increasingly hostile response from the American colonists and created the momentum necessary for the Americans to take the final action of separation.

A review of these steps with your students should include a discussion of the rationale for each British action and as well the variety of colonial reactions, including: boycotts, committees of correspondence, circular letters, the formation of the Stamp Act Congress, Sons and Daughters of Liberty, the Continental Congress, publication of political pamphlets, protests in the streets, and finally, acts of violence and the destruction of private property. From the British view, the Americans were responding as irresponsible and selfish children, unwilling to accept the very modest increases in taxes (American colonists still paid the fewest taxes in the empire) and an appropriate enforcement of trade laws to curb smuggling. From the American side, after the long period of salutary neglect and the profound experience of local political and economic autonomy, the primary locus of legislative and commercial authority had been transferred to their colonial assemblies. Thus, as Parliament tried to exert greater control after 1763, it faced a growing tide of resentment and resistance. It is relevant to note however, that most historians accept the view that only about 1/3 of the American colonists actively supported the cause of separation even on the eve of the Revolution, 1/3 were indifferent or undecided, and the other 1/3 loyal to the crown.

Revolution was unimaginable in 1763, yet by 1774 the American colonies were making preparations to fight. Clearly, Americans had begun to identify themselves as somehow *distinct* from their British heritage by embracing the emerging traditions of local legislative control and economic freedom. Each British action during this period was viewed through an American “ideological prism” in which an increasingly corrupt and vice-ridden Parliament was attempting to subvert basic liberties and constitutional rights.

Distance Learning at the Cleveland Museum of Art
INTERPRETING AMERICA'S STORY THROUGH ART
Teacher's Prerequisite Reading: Lesson 1

From Gravity to Symmetry: Teaching the Age of Reason ©
By Susan MacDonald

A strong theme, which emerges from our *America Emerging-Distance Learning*, is the 18th Century concept of Reason. The portraits, the architecture, the furniture, the artifacts, Ben Franklin's *Autobiography*, *The Declaration of Independence* and the *Constitution* are connected in their concern for order, logic, clarity, harmony, and symmetry. These traits, in part, comprise what historians have dubbed, "The Age of Reason." It is important for students to understand this rational era, both as a reaction to religious explanations of previous centuries, as well as a springboard for the 19th century Romantic Movement, which will counter with an emphasis on emotions.

I begin with gravity. Class demonstrations like dropping something tweak thought about explanations for natural phenomena. We can thank Newton for natural laws such as gravity to explain apples falling from trees. Newton suggested that all things could be reduced to a mathematical formula. Indeed, it was the revelations of the 17th Century Scientific Revolution that caused subsequent thinkers to seek natural laws as explanations in all fields. To them, what was natural was reasonable and right. Thus, John Locke explained government in terms of a logical social contract. According to Locke, and to Jefferson in our *Declaration of Independence*, governments were agreements of men, who, in a state of nature, gave up some rights in order that the government would protect their basic rights. In cases of severe governmental violations, the peoples' right to rebel against that government was warranted. Thus our founding fathers were children of both the Scientific Revolution and the Age of Reason.

Eighteenth century architecture—also a product of the Age of Reason—is characterized by a sense of order, symmetry and mathematically derived proportion. Another name for this era is the Neoclassical Age, celebrating democracy, a unique form of government perceived to have originated in Ancient Greece. Jefferson and like-minded architects consequently considered Greco-Roman motifs (balustrades, pediments, classically ordered columns, etc. also seen in furniture) as suitable for our emerging democracy.

In economics, as well, the fascination for natural laws and reason continues. Adam Smith (*The Wealth of Nations*, 1776) decried the British system of mercantilism, as he saw the heavy hand of governmental controls upon the economy as unnecessary. The economic system of mercantilism increased the wealth of the nation by an emphasis of export over import. Colonies provided the raw materials needed for the "mother country" to manufacture and assure trade. Trade routes and markets were severely regulated. With a "mother country" in command of the overall economy, especially after 1763 (see Tim

Mitchell's *Steps to Revolution*), it is logical that Adam Smith espoused the natural economic laws of supply and demand to determine the market. Smith's brainchild, American "Laissez-faire" free market capitalism was born in this century, in part as a reaction against British mercantilism, and in part due to the compelling philosophy of Reason and Natural Laws.

When you begin your study of the Constitution, ask your students to ascertain the effects of the Age of Reason upon it. The Constitution *Handout* demonstrates the Separation of Powers and Checks and Balances. The three branches of government – legislative, executive, and judicial – were constructed to equitably offset each other's power. Try to connect the fascination with symmetry, order, clarity and proportion with any of the documents of our 18th century ancestors. The Age of Reason provides an intriguing conceptual linkage between art, artifacts, architecture, documents, economics, and government. Enjoy helping students to make these connections!

Distance Learning at the Cleveland Museum of Art
INTERPRETING AMERICA'S STORY THROUGH ART
Teacher's Prerequisite Reading: Lesson 1

Head Over Soul ©

By Patricia Lawrence

When I teach 18th century literature, I show it as a response to the previous century and to advancements made in science. The literature, likewise, mirrors the philosophical movement expressed in the Age of Reason and Rationalism. The focus in the 17th was the soul, the next life. We were thought by many to be born evil and only through God's grace could you be saved: predestination was the rule, and people could do little but look for signs. The 18th century viewed people as a mixture of good and bad, and with hard work and using one's intelligence and fortitude, people could hope to achieve perfection. Therefore, the focus shifted from soul to brain. Themes, such as order, reason, utility, perfection of human beings, choice, came to be reflected in the literature's style and content as well as in the arts, architecture, music and attitude the that era.

Teaching Extension Materials: Language Arts Study Guide

Distance Learning at The Cleveland Museum of Art
INTERPRETING AMERICA'S STORY THROUGH ART
Language Arts Study Guide

Lesson 1 - "Declaration of Independence" by Thomas Jefferson

Objectives:

Students will...

- identify and outline the major parts of the document
- make connections with their own situations
- display a knowledge of the historical period
- recognize parallelism
- research related topic on Internet

Vocabulary:

Abdicate: to relinquish power formally

Acquiesce: to consent without protest

Candid: without prejudice; impartial; fair

Consanguinity: any close connection or affinity

Despotism: absolute power or authority

Magnanimity: quality of being generous in forgiving and unselfish

Parallelism: repeated use of phrases, clauses, or sentences that are similar in structure and meaning

Perfidy: deliberate breach of faith

Prudence: the quality of exercising good judgment

Redress: to set right; remedy

Transient: fleeting

Unalienable: not to be transferred to another

Usurpation: illegal seizure of royal sovereignty

Suggested Writing Activities

1. Outline the major parts of the document. With what does it begin? This document in many ways represents the Age of Reason. Write a paragraph proving this.
2. The oppression of a tyrant and the tyranny of systems may first have personal meaning to teenagers when most seek independence. Following the format of Jefferson's Declaration of Independence, write your own (albeit shorter) Declaration of Independence, identifying the tyrannous factions in your life. Choose the tone that best suites you (serious or satirical).
3. Go to the internet, preferably using a tool such as *Infotrac* or *Proquest* (newspaper and magazine index), and search for articles about today's despots in the world. Focus on one and write a paragraph summary about the difficulties in the country and the current status.

Written by Patricia Lawrence, Cleveland, Ohio

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Lesson 2- “To His Excellency, General Washington” by Phillis Wheatley (1753 – 1784)

Objectives:

Students will...

- Compare and contrast
- Make inferences from the poem
- Employ personification
- Relate to historical allusions

Vocabulary:

Columbia: America personified as a goddess

Ensign: national flag

Eolus: Greek god of winds

Gallic: allusion to French. The colonists, led by Washington, defeated the French in the French and Indian War (1754-1763)

Martial: of or pertaining to war

Muse: the spirit or power regarded as inspiring and watching over poets, musicians, and artists

Personification: rhetorical figure of speech in which inanimate objects or abstractions are endowed with human qualities

Propitious: presenting favorable circumstances

Suggested Writing Activities:

Read the enclosed poem, Phillis Wheatley’s “*To His Excellency General Washington*” and list the characteristics of Columbia. Following that, complete one or all of the following activities:

1. Based on the poem and without looking at an image of this personification, sketch a picture or a symbol of Columbia.
2. As most gods and goddesses of mythologies (Greek, Roman, Nordic, Native American, African just to mention a few), the major deities have elaborate

stories about how they came to be--their birth, who their parents were, and the nature of their coming into the world. Recall a few of these and discuss in class, noting how different each is. Then, brainstorm with a partner and collaborate to write an origin myth for the goddess Columbia. This should be at least one-page in length.

3. Write a paragraph comparing and contrasting Columbia to Uncle Sam, today's personification of America and discuss the implications of each personification. Consider what each image says about the nation at that time and how that image has changed. When did Uncle Sam become a popular image in America? What do you think brought this about? Also, consider why the colonists might choose Columbia to represent their new country.

Written by Patricia Lawrence, Cleveland, Ohio

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“To His Excellency, General Washington”

By Phillis Wheatley

Celestial choir! enthron'd in realms of light,
Columbia's scenes of glorious toils I write.
While freedom's cause her anxious breast alarms,
She flashes dreadful in refulgent arms.
See mother earth her offspring's fate bemoan,
And nations gaze at scenes before unknown!
See the bright beams of heaven's revolving light
Involved in sorrows and the veil of night!
The goddess comes, she moves divinely fair,
Olive and laurel binds her golden hair;
Wherever shines the native of the skies,
Unnumber'd charms and recent graces rise.
Muse! bow propitious while my pen relates
How pour her armies through a thousand gates,
As when Eolus heaven's fair face deforms,
Enwrapp'd in tempest and a night of storms;
Astonish'd ocean feels the wild uproar,
The refluant surges beat the sounding shore;
Or thick as leaves in Autumn's golden reign,
Such, as so many, moves the warrior's train.
In bright array they seek the work of war,
Where high unfurl'd the ensign waves in air.
Shall I to Washington their praise recite?
Enough thou know'st them in the fields of fight.
Thee, first in peace and honours, -we demand
The grace and glory of thy martial band.
Fam'd for thy valour, for thy virtues more,
Hear every tongue thy guardian aid implore!
One century scarce perform'd its destined round,
When Gallic powers Columbia's fury found;
And so may you, whoever dares disgrace
The land of freedom's heaven-defended race!
Fix'd are the eyes of nations on the scales,
For in their hopes Columbia's arm prevails.
Anon Britannia droops the pensive head,
While round increase the rising hills of dead.
Ah! cruel blindness to Columbia's arm prevails.
Lament thy thirst of boundless power too late.
Proceed, great chief, with virtue on thy side,
Thy ev'ry action let the goddess guide.

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A crown, a mansion, and a throne that shine,
With gold unfading, WASHINGTON! be thine.

1776

Lesson 3 – Ben Franklin’s Autobiography

Excerpt from Chapter 8 of Benjamin Franklin’s *Autobiography* (1706-1790)

Available at <http://earlyamerica.com/lives/chapt8/text.html>

Objectives:

Students will...

- Define biography and autobiography
- Identify virtuous characteristics of the 21st century
- Compare and contrast virtuous characteristics of the 18th and 21st centuries
- Relate style of writing to content
- Identify 18th century ideas in Franklin’s excerpt

Vocabulary:

Arduous: demanding great effort and care

Avarice: greed

Vigilance: watchfulness

Speculative: based on conjecture, inconclusive evidence

Uniform: constant, unchanging

Rectitude: moral uprightness

Enumerations: lists of items

Procure: to obtain, acquire

Unremitting: incessant

Pythagoras: Greek philosopher of the sixth century B.C.

Pre-reading Exercises and Class Discussion Topics:

- What is an autobiography? What is a biography?
- Why does someone write an autobiography?
- What, in general, is the reader able to learn about someone by reading an autobiography?
- In what ways is an autobiography similar to a self-portrait? How are they different?

- In general, what kinds of information would you include in your autobiography?
- What would prompt you to write one?

Writing and Group Work Exercises:

1. Make a list of qualities/characteristics/virtues which in your opinion make up a perfect person today. Have the students work alone for 5 minutes and then in small groups to discuss and refine the list. Each group should then present their agreed upon virtues of the perfect 21st century person.

Post-reading Suggested Writing Activities

1. Write a paragraph comparing and contrasting Benjamin Franklin's ideas of perfection and your ideas of perfection.
2. Write a paragraph proving that the excerpt is an accurate depiction of 18th century ideas and writing. (Reread carefully noting words and ideas that he emphasizes. Also, style should mirror content; is this so? Is this written in the style of an 18th century writer and does it mirror his ideas?)
3. Go back into the small group and write a poem, song, or rap which uses the virtues viewed as important in the 21st century.
4. For a BIG challenge, do the same for Benjamin Franklin's idea of moral perfection!
5. Write a short autobiographical entry which focuses on a weakness or habit that you have and would like to improve and change. Consider why this improvement is important. How will it change your life? How do you plan to go about changing that habit? Is this a change that will require monitoring in the future?

Written by Patricia Lawrence, Cleveland, Ohio

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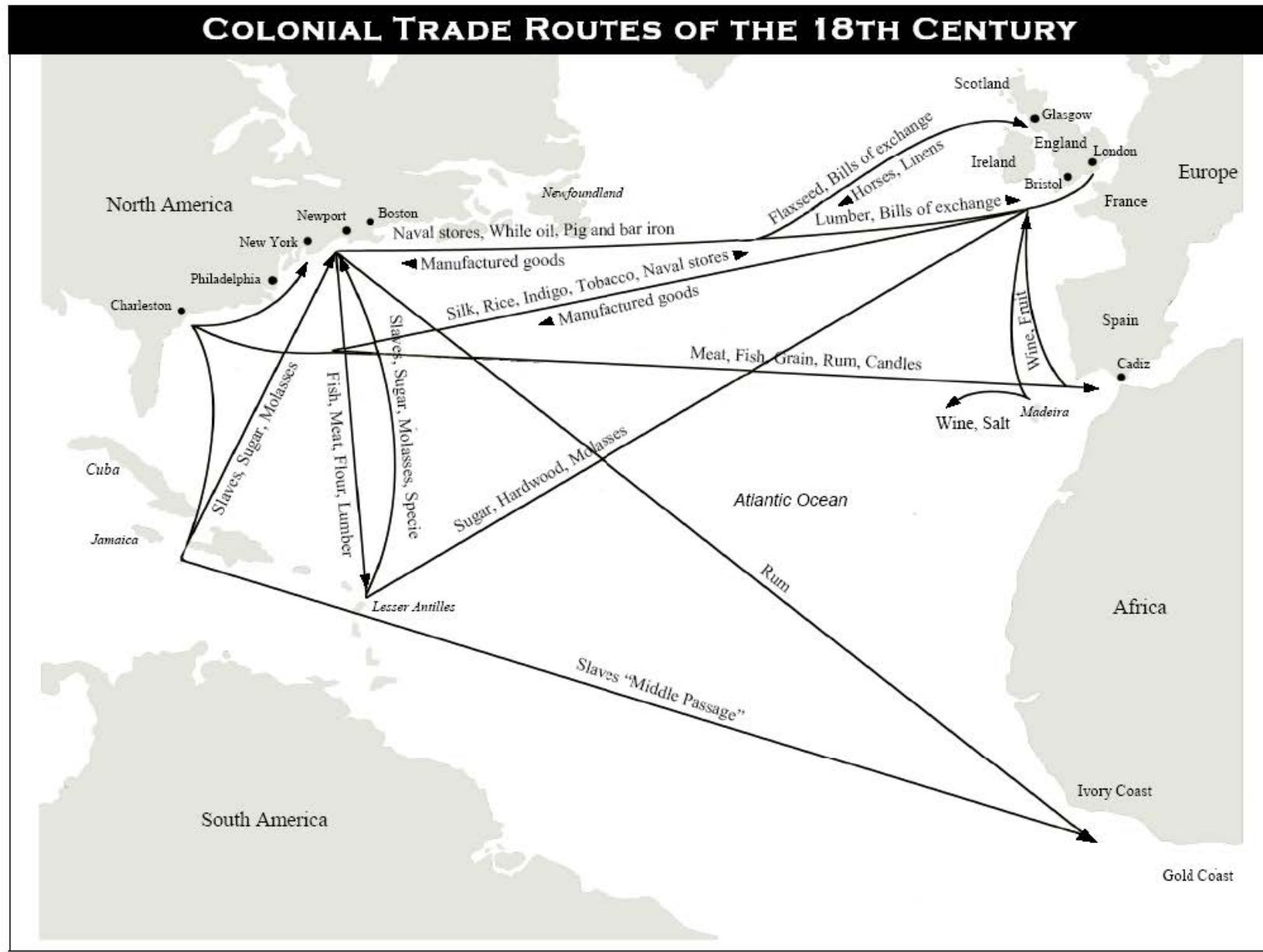
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18th Century Trade Map



Selected Images



George III
Benjamin West
1783
1952.17



*George Washington at the Battle of
Princeton*
Charles Willson Peale and workshop
c. 1779
1917.946



Chest
America, Massachusetts, Connecticut River
Valley (Hampshire county),
1690-1720
1915.569



Nathaniel Hurd
John Singleton Copley
c. 1765
1915.534



Desk and Bookcase
(America, Massachusetts, Boston or
vicinity, 18th century)
c. 1780
1990.96



Mrs. Anna Dummer Powell
John Singleton Copley
1764
1980.202